

McCarthy/Teszler Learning Center

175 Burdette Street
Spartanburg, South Carolina 29307

Grades	PK-12 Elementary School	
Enrollment	259 Students	
Principal	Dr. Joette C. Johnson	864-596-8491
Superintendent	TBA	864-594-4400
Board Chair	Conrad C. Hurst, III	864-594-4400

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	21	74	39

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	N/A	N/A	N/A
2006	Unsatisfactory	Unsatisfactory	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

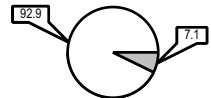
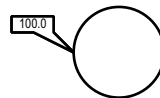
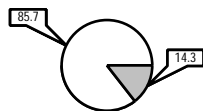
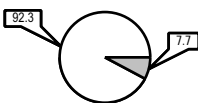
English/Language Arts

Mathematics

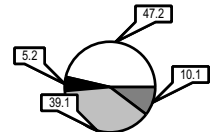
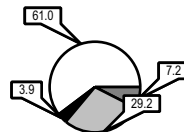
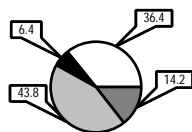
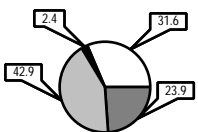
Science

Social Studies

Our School



Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	92	98.9	53.3	22.7	5.3	18.7	24.0	No	Yes
Gender									
Male	71	100.0	55.9	18.6	6.8	18.6	25.4	N/A	N/A
Female	21	95.2	43.8	37.5	0.0	18.8	18.8	N/A	N/A
Racial/Ethnic Group									
White	46	100.0	50.0	22.5	7.5	20.0	27.5	No	Yes
African American	41	97.6	56.7	26.7	0.0	16.7	16.7	I/S	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	92	98.9	53.3	22.7	5.3	18.7	24.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	92	98.9	53.3	22.7	5.3	18.7	24.0	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	92	98.9	53.3	22.7	5.3	18.7	24.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	58	98.3	56.0	18.0	6.0	20.0	26.0	No	Yes
Full-pay meals	34	100.0	48.0	32.0	4.0	16.0	20.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	92	98.9	52.0	28.0	9.3	10.7	20.0	No	Yes
Gender									
Male	71	100.0	55.9	22.0	10.2	11.9	22.0	N/A	N/A
Female	21	95.2	37.5	50.0	6.3	6.3	12.5	N/A	N/A
Racial/Ethnic Group									
White	46	100.0	50.0	27.5	12.5	10.0	22.5	No	Yes
African American	41	97.6	50.0	30.0	6.7	13.3	20.0	I/S	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	92	98.9	52.0	28.0	9.3	10.7	20.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	92	98.9	52.0	28.0	9.3	10.7	20.0	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	92	98.9	52.0	28.0	9.3	10.7	20.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	58	98.3	56.0	32.0	4.0	8.0	12.0	No	Yes
Full-pay meals	34	100.0	44.0	20.0	20.0	16.0	36.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	92	98.9	53.3	17.3	13.3	16.0	29.3
Gender							
Male	71	100.0	55.9	13.6	15.3	15.3	30.5
Female	21	95.2	43.8	31.3	6.3	18.8	25.0
Racial/Ethnic Group							
White	46	100.0	52.5	15.0	20.0	12.5	32.5
African American	41	97.6	56.7	16.7	6.7	20.0	26.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	92	98.9	53.3	17.3	13.3	16.0	29.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	92	98.9	53.3	17.3	13.3	16.0	29.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	92	98.9	53.3	17.3	13.3	16.0	29.3
Socio-Economic Status							
Subsidized meals	58	98.3	56.0	18.0	10.0	16.0	26.0
Full-pay meals	34	100.0	48.0	16.0	20.0	16.0	36.0

Social Studies							
All Students	92	98.9	45.3	33.3	9.3	12.0	21.3
Gender							
Male	71	100.0	50.8	28.8	6.8	13.6	20.3
Female	21	95.2	25.0	50.0	18.8	6.3	25.0
Racial/Ethnic Group							
White	46	100.0	40.0	42.5	7.5	10.0	17.5
African American	41	97.6	53.3	20.0	13.3	13.3	26.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	92	98.9	45.3	33.3	9.3	12.0	21.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	92	98.9	45.3	33.3	9.3	12.0	21.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	92	98.9	45.3	33.3	9.3	12.0	21.3
Socio-Economic Status							
Subsidized meals	58	98.3	50.0	28.0	8.0	14.0	22.0
Full-pay meals	34	100.0	36.0	44.0	12.0	8.0	20.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	12	100.0	50.0	41.7	0.0	8.3	8.3
	4	13	100.0	36.4	36.4	18.2	9.1	27.3
	5	11	100.0	I/S	I/S	I/S	I/S	I/S
	6	11	100.0	I/S	I/S	I/S	I/S	I/S
	7	20	100.0	41.2	29.4	11.8	17.6	29.4
2006	8	25	96.0	63.2	5.3	0.0	31.6	31.6
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	12	100.0	66.7	16.7	16.7	0.0	16.7
	4	13	100.0	54.5	9.1	18.2	18.2	36.4
	5	11	100.0	I/S	I/S	I/S	I/S	I/S
	6	11	100.0	I/S	I/S	I/S	I/S	I/S
	7	20	100.0	35.3	47.1	5.9	11.8	17.6
2006	8	25	96.0	63.2	21.1	10.5	5.3	15.8
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	12	100.0	66.7	16.7	16.7	0.0	16.7
	4	13	100.0	45.5	18.2	27.3	9.1	36.4
	5	11	100.0	I/S	I/S	I/S	I/S	I/S
	6	11	100.0	I/S	I/S	I/S	I/S	I/S
	7	20	100.0	29.4	35.3	17.6	17.6	35.3
2006	8	25	96.0	63.2	5.3	5.3	26.3	31.6
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	12	100.0	50.0	41.7	0.0	8.3	8.3
	4	13	100.0	27.3	54.5	9.1	9.1	18.2
	5	11	100.0	I/S	I/S	I/S	I/S	I/S
	6	11	100.0	I/S	I/S	I/S	I/S	I/S
	7	20	100.0	29.4	41.2	11.8	17.6	29.4
2006	8	25	96.0	57.9	21.1	15.8	5.3	21.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 259)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	21.4%	N/A	3.8%	2.8%
Attendance rate	90.4%	N/A	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	N/A	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	N/A	0.0%	0.0%
Eligible for gifted and talented	0.0%	N/A	3.8%	10.4%
On academic plans	0.0%	N/AV	48.9%	33.6%
On academic probation	0.0%	N/AV	2.6%	1.0%
With disabilities other than speech	90.4%	N/A	7.2%	7.5%
Older than usual for grade	11.3%	N/A	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	N/R	0.0%	0.0%
Teachers (n= 52)				
Teachers with advanced degrees	53.8%	N/A	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	4.3%	N/A	2.8%	0.0%
Teachers returning from previous year	79.7%	N/A	83.2%	87.3%
Teacher attendance rate	93.1%	N/R	94.6%	94.9%
Average teacher salary	\$44,198	I/S	\$41,286	\$42,485
Prof. development days/teacher	8.2 days	N/R	14.7 days	13.3 days
School				
Principal's years at school	19.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	8.6 to 1	N/R	16.4 to 1	18.6 to 1
Prime instructional time	82.2%	N/R	88.5%	89.7%
Dollars spent per pupil*	\$36,416	N/A	\$7,752	\$6,557
Percent of expenditures for teacher salaries*	55.2%	N/A	60.4%	64.0%
Percent of expenditures for instruction*	67.8%		68.0%	69.1%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	78.4%	N/R	99.0%	99.0%
SACS accreditation	No	N/R	Yes	Yes
Character development	Unsatisfactory	N/R	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	6.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	No

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

McCarthy/Teszler School continues to provide quality educational services to children with disabilities in Spartanburg County. An on-going major focus is parent participation. Each division of the school plans events that can include parents visiting and seeing the program as well as an opportunity to hear about their children's progress on their individualized educational plans. Again this year we had our traditional Fun Day, which is an all-day event. More parents than ever before participated. This will benefit our students and our staff.

We continue to improve our instructional program as the needs of our students change. The staff participated in staff development to learn new ways to use technology in their classrooms as well as unique instructional strategies for all students. Our teachers are continuously engaged in staff development opportunities that will make them better at serving our diverse population.

A committee of staff members worked all year in developing recruiting strategies for staff vacancies. With the critical shortage of special education teachers in our state and in the entire nation, we have struggled with the prospect of unfilled teacher and/or staff positions. We are very pleased with the results of the committee and look forward to continuing to search for the brightest and the best to serve our special population of students.

The school districts of Spartanburg County and the community continue to support the important work done at McCarthy/Teszler School. We are so fortunate to have the program and the facility that provide cutting edge services in an effort that all children will succeed.

Dr. Joette C. Johnson, Principal
Daniel Hiltgen, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned			
Percent satisfied with learning environment			
Percent satisfied with social and physical environment			
Percent satisfied with school-home relations			

*Only students at the highest elementary school grade level at this school and their parents were included.